APITI SCHOOL



The Apiti School Charter

Introduction

|  |  |
| --- | --- |
| **School Description**  Apiti School is a full primary, state school. It was first opened in 1892 and was a District High School from 1937-1962.  The school belongs to the Oroua Cluster of Schools and participates fully in all the interschool activities, this gives the students, staff and community opportunities to work with a larger group.  Apiti is a small rural community situated 40 kms north of Feilding in the Oroua Valley. The village has a community hall, domain, fire station and tavern.  The community, actively support a playcentre and school, as well as many cultural, service and sporting groups eg RSA, golf and badminton. | **Local Goals**   1. To provide quality learning programmes and particularly foster a high level of achievement in literacy and numeracy. 2. To provide a meaningful and challenging curriculum to enhance student achievement, and enable them to participate positively in society. 3. To develop the skills required for success in today’s ever changing technological world. 4. To make sustainable life choices and act accordingly. 5. To be the focal point of the community and to actively involve the parents and   community in supporting the  education of their children. |
| The Apiti School Board of Trustees undertakes to take all reasonable steps to achieve the purpose, aims and objectives in this Charter, to take full account of the National Education Guidelines and to meet all statutory obligations. The Board, following consultation with the community, has approved this Charter.  Apiti School’s curriculum will recognise the unique position of Maori, the dual heritage of New Zealand and New Zealand’s cultural diversity. It will provide students with experiences and understandings in cultural traditions, language and local and national histories. | |

Apiti Curriculum

|  |  |
| --- | --- |
| **Apiti School Curriculum and Assessment plan** | |
| ***Curriculum Area*** | ***Overall Learning Goal*** |
| Using authentic learning contexts to improve student achievement in : | |
| **Literacy and Communication**   * Listening * Speaking * Reading * Writing * Presenting * Viewing | * to enjoy listening, reading and learning using visual media and use it for pleasure and to find information. * to communicate ideas clearly with others through speaking, writing and presenting using a range of media. |
| **Mathematics**   * Number * Other strands | * to be a competent, confident user of mathematics in life situations. |
| **Key Competencies**   * Managing self * Relating to others * Participating and Contributing | * to act appropriately, set goals and strive for excellence. * to relate to and work with others in a positive way. * to develop the skills needed to participate positively in society |
| **Learning and Thinking Skills** | * to learn strategies and use these to assist our learning. |
| **Understanding** | * to understand and participate in New Zealand’s cultural diversity. * to explain events in our world. |
| **Communication and Information Technology** | * to develop the skills required for success in today’s ever changing technological world. |
| **Education for Sustainability** | * to make sustainable life choices. |
| **Health and Physical Education** | * to make healthy life choices. |
| **The Arts** | * to experience potential life interests. |
| **Personal Interest** | * to encourage development of personal interests in life. |

**Learning Opportunities and Local Events**

Life long learning – Learn for life

* Personalised goals.
* Assessment for Learning practice.
* Authentic learning situations; students apply their learning.
* Allow the students to use real communication and publish their work for others to read. (magazine, internet, Apiti show, Lamb and Calf day).
* Are linked into current integrated topics.
* Allow students to take full part in the life of the community. (e.g. Brochures for Apiti area and the Apiti Tavern, ANZAC day ceremony, singing to the Feilding Residents, rubbish pick up in the village).
* School and Oroua events provide motivation for student learning eg Apiti Show, Lamb and Calf Day, Education Outside the Classroom, sporting and cultural events .
* Take responsibility for a bush block (sustainable native area we can learn from and use to educate others). This taps into student interest, teaches respect for the environment and contributes to New Zealand’s future.
* Camps and excursions to interesting places provide new experiences, people to meet and need for collaboration. (Wellington, swimming, skiing, bush in Ruahine ranges). See a wider view of life and opportunity for rich language and numeracy experience.
* Include at least one major performing arts production. All students involved with roles and responsibilities and need to collaborate. Individual development opportunities. (Concert for the community, annual production, Oroua school group, singing).
* Pottery, painting and other visual arts, crafts and skills are built on yearly and are displayed at the school, or in the community. Lamb and Calf day, arts exhibitions and competitions (eg screen printed cushions for the library).
* A leadership programme is in place allowing individual students to take responsibility for the native bush area, orchard, hydroponic hothouse, website, healthy lunches and library. We celebrate achievement using the local Youth Awards.
* Whanau grouping (trips, native area, bush study) provide opportunities for leadership.
* Enter interschool events and competitions to cater for individual talents within a wider forum (Oroua and beyond. E.g. cross country, speeches…)
* Flexible to seize opportunities for learning as they arise eg sustainable enterprises, herbs, hydroponics, newspaper articles.

**These learning experiences provide opportunities for students to :-**

* Take initiative and responsibility themselves.
* Experience meaningful authentic contexts for learning.
* Celebrate progress from year to year.
* Reflect on their learning and next step.
* Reflect on their future goals.

A Quality learning programme ;-

* + **in literacy will include :-**
* Authentic learning opportunities which are optimised to make literacy tasks meaningful and relevant eg writing school newsletter/ blog, EOTC planning, concert and whanau group action projects.
* Formative assessment, planning and teaching eg students are aware of their literacy strengths and next learning step.
* Teachers facilitating student understanding of literacy using a range of teaching strategies eg scaffolding, modelling, peer teaching.
* Explicit teaching where needed eg surface features, phonics, comprehension strategies, handwriting and spelling.
* Opportunities for students to discuss and share quality literacy.
* Teaching content at appropriate learning levels, which maybe co-constructed.
* Motivating group and independent learning activities.
* Use of ICT as a tool to support motivation and learning.
* A print rich environment to reinforce learning and celebrate success.
* Ensure a strong link between all literacy eg oral development supports written language development, reading and writing programmes.
* Students reading and writing daily (shared, guided or independent).
* Integrated use of our computerised library facility.
* Ongoing professional development which is planned and valued.
* Enriched student learning through a range of personnel and resources eg teacher aide and members of our local global community.
* Literacy cumulative files and e-portfolios including formative assessment such as examples of students learning, oral language matrix, writing samples, using KRACK matrix exemplars,

reading progress overtime, results in PAT tests, AsTTle STAR, BURT, Joy Allcock, and spelling.

* + **in mathematics will include : -**
* Authentic learning opportunities which make mathematical tasks meaningful and relevant eg healthy lunches, whanau group action projects.
* Formative assessment, planning and teaching eg students are aware of their strengths and next learning step in mathematics.
* Teachers facilitating student understanding of knowledge and strategies through ‘guided’

teaching.

* Explicit teaching where required. Eg Strategies, place value, geometry
* Teaching content, at student’s appropriate learning levels using NZC and the numeracy progression (Book One).
* Teachers facilitating motivating group and independent learning activities.
* Opportunities for students to discuss, share and justify strategies.
* Use of appropriate ICT to support learning both at home and school, e.g. mathletics.
* Students developing understanding of mathematical concepts through manipulation of appropriate materials, which will be readily available to all students.
* Mathematically rich classrooms environments to reinforce learning and celebrate success.
* Ongoing professional development, which is planned and valued.
* Enriched students learning using a range of personnel and resources eg teacher aide, and members of our local/global community.
* Maths cumulative files and e-portfolios including formative assessment such as examples of students learning, basic facts overview, maths graph, overview of achievement in strand and number. IKAN will be used to identify opportunities for teaching and learning twice a year for students in Years 4-8.
* A full NumPA and GloSS will be used for initial and re-assessment as required.
* Student learning tracked between home and school.

|  |  |  |  |
| --- | --- | --- | --- |
| **LOCAL GOALS** | **2011** | **2012** | **2013** |
| 1. **To provide quality learning programmes and particularly foster a high level of achievement in literacy and numeracy.** | **Literacy**  Reading – review and update literacy progress especially reading  **Numeracy**  Review and update numeracy learning. Gather evidence, analyse and plan. | **Literacy**  Reading – implement updated literacy programme especially reading  **Numeracy**  Implement updated numeracy programme | **Literacy**  Writing – review and update literacy progress especially writing.  **Numeracy**  Analyse to determine needs. |
| 1. **To provide a meaningful and challenging curriculum to enhance student achievement, and enable them to participate positively in society.** | To increase student motivation and engagement through authentic contexts and real life learning opportunities so student achievement can further improve. | | |
| 1. **Through ICT, to provide opportunities, experiences and tools to enhance learning.** |
| 1. **To make sustainable life choices and act accordingly.** |
| 1. **To be the focal point of the community and to actively involve the parents and community in supporting the education of their children.** |

Strategic Plan

Implementing the Strategic plan

1. **To provide quality learning programmes and particularly foster a high level of achievement in literacy and mathematics.**

**Literacy**

Gather Evidence and analyse - Assessment

* Review programme by analyzing progress and achievement of students in specific domains using literacy assessments and teacher judgement– (eg running record, 6 year net, Joy Allcock, Midge Janssen, BURT PAT and STAR)
* Review effectiveness of teaching and learning strategies using data to show movement to identify weaknesses and strengths in own programme and student learning.
* Identify targeted children and area of focus to track.

Plan for achievement - Action

* Identify objectives
* Identify appropriate teaching and learning
* Identify support resources

Evaluate - Reflection

Identify the effect of teaching and learning on student achievement

* Changes to teaching programme
* Evidence of success
* Implications for future programmes

**Mathematics**

Gather Evidence and analyse - Assessment

* Review programme by analyzing movement of students in specific domains using numeracy assessments and teacher judgement– (Years 0-3 NumPa; Years 4-8 GloSS and IKAN)
* Review effectiveness of strand teaching using PAT data to show progress and achievement to identify weaknesses and strengths in own programme and student learning.
* Identify targeted children and area of focus to track

Plan for achievement - Action

* Identify objectives
* Identify appropriate teaching and learning
* Identify support resources

Evaluate - Reflection

Identify the effect of teaching and learning on student achievement

* Changes to teaching programme
* Evidence of success
* Implications for future programmes

**Other strategic goals 2-5**

1. **To provide a meaningful and challenging curriculum to enhance student achievement, and enable them to participate positively in society.**
2. **Through ICT, to provide opportunities, experiences and tools to enhance learning.**
3. **To make sustainable life choices and act accordingly.**
4. **To be the focal point of the community and to actively involve the parents and community in supporting the education of their children.**

Implementing the strategic plan for goals 2-5

Apiti School Curriculum requires the use of authentic learning experiences for students such as:

* Bush remnant restoration project
* ‘Bon Apiti’ cooking group responsibility
* Hydroponics project and native plant growing

These will be modified and developed to meet students’ needs and interests and take advantage of opportunities.

On the grounds that learning in authentic contexts like this:

* increase student engagement and motivation
* provide excellent opportunities to learn key competencies such as self-management and working cooperatively
* develop the whanau group culture valued by the school
* provide opportunity for students to develop resilience and leadership capabilities.

Specific 2011 Goal

Staff have observed that students show varying motivation in different contexts so we wish to set a target and enquire into this further. This should enable staff to tailor contexts, or present introductions to contexts to appeal more to students who are not immediately engaged.

1. Annual Action Plans
2. Numeracy
3. Literacy
4. Other curriculum Goal
5. The Big Charter picture

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Evidence** | **Goal / Targets** | **Programme** | **Teacher enquiry** | **Evidence of success**  **(report to BOT)** | **Targets report to MOE** | **Teacher enquiry result (appraisal)** |
| Through testing we have found students are not as quick as we would expect | 1. Quicker at basic facts and combinations. | Diagnostic testing own goals identified.  Practice timetabled into programme. Progress documented on wiki e-portfolio. | Seek different ways to motivate basic facts learning. | Diagnostics testing. Evidence on the wiki e-portfolio.  Teacher parents and students observe students have improved speed, recall and accuracy. | Show accelerated progress on a graph.  Individual and schoolwide. | Teacher to reflect on the evidence of which ways motivated student learning.  Appraisal interview will reflect on increased evidence for individual students |
| Through teacher observation we find many students have not got the skills to solve problems | 2. a) Tackle problem solving willingly and become better problem solvers  b) Recognise and develop their own problem solving strategies | Continue and develop problem solving challenges and use variety to aid motivation.  Reflect on strategies used . Teach skills and strategies as required. | Extend resources used especially interactive sites. Maths adviser and visits to other schools to help.  Gather evidence of success. | Written or videoed reflection on strategies used in problem solving.  Examples of problem solving in e-portfolio showing progress overtime. | Choose 2 students one above and one just below. Brief report on each student's problem solving with evidence. Sample of student reflection . | Teacher to reflect on evidence of effective teaching strategies. |
| Teacher observation Students are unable to deliberately transfer their maths learning and verbalise maths in their authentic contexts | 3. Transfer maths into authentic contexts. | Identify maths learning used. Reflect on the use made of maths learning through authentic contexts | Make the potential for maths explicit in authentic context plans and reflect on this throughout the unit. | Students identify the maths learning used. They can report it to the community on blogspot and to the BOT in the report to student achievement | Same as report to BOT. | Report on evidence using more explicit use of maths learning in authentic contexts |

1. **Numeracy Action Plan for 2011**
2. **Reading Action Plan for 2011**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Evidence** | **Goal / Target** What will they be better at:- | **Teacher Enquiry** - Learning for teacher | **Changes to teaching programme** | **Evidence of Success** | **Targets** - Report to MOE | **Teacher Enquiry** **Result** - Appraisal |
| Observation during reading and running records(Informal prose inventory) shows some students performed below expectation on decoding and /or deeper comprehension. | Decoding  Understanding what they have read. | Seek different ways to teach students skills needed eg decoding and comprehension strategies. | Diagnostic testing using running records - Own goals identified eg decoding use early words programme. Teach specific comprehension skills and practice eg Sheena Cameron. - Progress documented on e-portfolio | - Diagnostic testing - Evidence on e-portfolio of improved use of decoding/comprehension strategies. | Show accelerated progress graphically for targeted students. | Reflect on evidence of improved decoding/comprehension for individual students. |

1. **Other Curriculum Goals. Student engagement and motivation to learn.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Evidence** | **Goal** | **Change to programme** | **Teacher learning needed** | **Evidence of success**  **(Report to BoT)** | **Target**  **(for report to MoE** | **Teacher enquiry result**  **(part of appraisal process)** |
| Some students motivated/not motivated by different learning contexts | Increase student engagement by tailoring and introducing authentic contexts | Assess all students’ engagement in various contexts and plan activities, especially introductory activities to take these assessments into account. | How to assess engagement and probe reasons for individual responses.  (Trial self and peer assessment and interviews and reflection) | Changes to teachers’ practice that proved motivating to targeted students. | Two target students selected. Changes in their engagement are described in new contexts or existing contexts in which their engagement has been lower that expected. | Reflective summary of changes to teaching approaches that have succeeded or failed with discussion of possible reasons for these results. |

Report to BOT and MOE

Report on teacher learning

(appraisal)

Assessment

Policies and procedures

Teaching / Assessment

Reflection

Action

Assessment

Assessment

Action

Reflection

School

Enquiry

Ongoing

Student

Assessments

Reflection

Action

Teacher Enquiry

P.E / Health Programme

Integrated Unit Plan

Literacy / Numeracy

Report to parents

Student Enquiry

**Apiti School – The Charter**

Long Term Plans

Strategic Plan

Annual Plan

Annual targets

Apiti School Curriculum

and Assessment Plan

**The N.Z. Curriculum**

Learning

Opportunities and Local Events

\* Information &

Communication

Technology

\* Education For

Sustainability

\* Health Choices

\* Library Hub

Apiti Local Goals